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ABSTRACT

This paper addresses the basic critical elements of teacher education reform and describes a rigorous university teacher education professional school and program which not only prepares future teachers in academics, pedagogy, and technology, but also prepares them to become productive participants in a changing society. The paper argues that the mission of a professional school of education must include emphasis on excellence in teaching, scholarly activities, faculty involvement with public schools, and generation and dissemination of new knowledge. Professional schools of education must form coalitions not only with the arts and sciences faculty but also with external groups, such as school districts, local businesses, community organizations, and state education agencies. Through these coalitions the school of education will be able to address such concerns as career education; inservice education; access to technology; recruitment; student selection, advisement, and evaluation; governance; alternative certification; and university responsibility to commitment of resources. The curriculum of a professional school of education must be grounded in a liberal education of which essential elements are critical inquiry, professional and content knowledge, communication, and social awareness and justice. For the field experience phases, the school of education would form a partnership with the public schools in the form of a clinical school. An appendix provides a 14-page report, "Historical Background of Teacher Education Reform (1950s-1980s)." (Contains 47 references.) (LL)

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Toward Developing a Campus Strategy for Preparing Teachers for the New American School

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For the

Conference on Teach America:
Teacher Preparation for the New American School

Presidents' Commission on Teacher Education
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Table of Contents

	Page
Acknowledgements	ii
I. Introduction.	1
II. Summary of Historical Background of Teacher Education Reform (1950s - 1980s).	3
III. Developing a Campus Strategy for Preparing Teachers for the New American School. . .	5
A. The Professional School: Its Mission and Components.	7
B. The Teacher Preparation Program of the Professional School of Education.	18
IV. References.	33
V. Appendix - Historical Background of Teacher Education Reform (1950s - 1980s).	37

INTRODUCTION

For many decades, there has been a consistent, strong calling for reform in teacher preparation. This call comes from many sources including educators, blue-ribbon commissions, accrediting agencies, professional organizations of teacher education, and state and national departments of education. The call for reform in teacher preparation still echoes in the 1990s, but something new is emerging as we approach the year 2000. There is a unique ground swell surrounding the concern about teacher preparation programs in the United States which has never occurred before in the history of teacher education. Not only are teachers concerned but also educational administrators (including university presidents), business leaders, politicians, community leaders, and parents. With this confluent interest comes an even more urgent cry for teacher education reform.

Reform in teacher education must occur in order that competent, effective teachers who have a passion for teaching be prepared to teach for our nation in the twenty-first century. If as a team -- teachers, educational administrators, politicians, business leaders, community leaders, and parents -- are to successfully restructure teacher education, then critical elements must be addressed. These include: (1) creating a sound workable liberal education program for teachers which not only is rigorous and challenging but also cohesive and relates directly to teaching and learning; (2) developing a professional school of

education which focuses on high standards in terms of faculty, students, and curricula with emphasis on the work ethic concept; and, (3) creating an ownership for teacher education beyond the college and the university level which includes the public school, business, and community sectors.

This paper attempts to address these basic critical elements and more. However, before moving in this direction, the question---why does teacher education need to be reformed---must be addressed. The response may be obvious but definitely needs to be stated. Our nation has changed dramatically during the last few decades in terms of demographics, family structure, technology, economics, and working conditions. With these changes and others to come, future teachers must experience a preparation program which not only reflects these changes but also prepares them to cope with future change. The goal of this paper is to outline a rigorous university teacher education professional school and program which prepares future teachers not only in academics, pedagogy, and technology but also prepares them to be productive participants in a changing society.

The task of not just changing but actually reforming America's teacher education programs is definitely challenging. However, the task is possible when the "right" team players are united in effort. As documented in the history of teacher education reform, we know much of what needs to be done to create a sound rigorous teacher education program. It is time to stop the call for teacher education reform and to act!

SUMMARY OF HISTORICAL BACKGROUND OF TEACHER EDUCATION REFORM (1950s - 1980s)

Critiques of teacher education programs in the United States have recurred on a cyclical basis. These critiques, which have been so pervasive in recent decades, have continued to generate new calls for significant reform in the preparation of our nation's teachers. In the 1950's, reforms were demanded when poor teacher preparation was blamed for America's falling behind in the space race. The 1960's marked the creation of the humanistic movement in education and reform was once again on the agenda. A backlash against the humanistic period occurred during the 1970s, while the call for reform during 1980s seems to have been initiated by failures in the international economic race (Klausmeier, 1990). The current reform agenda continues in the same cyclical fashion but with a much more urgent and universal tone.

In order to propose a meaningful campus strategy for preparing teachers for the New American School, one must be cognizant of these past calls for teacher education reform. Such historical knowledge helps form a comprehensive conceptual framework of past criticisms of teacher education. Only then can one see more clearly from whence teacher education has come and where the future of teacher education must be directed. Examination of the reform from the past four decades clearly demonstrates the old adage of "what goes around, comes around."

A detailed description of these calls for reform is located in the Appendix.

Calling for reform is simple --- implementation is complex. Many of the past calls for reform were on target. Practically none of them have been implemented on a wide-scale national basis due to various reasons such as lack of mutual support from necessary constituencies and lack of sufficient resources. For real reform to occur, the involved individuals (including state regulatory agencies) must see the need, believe in the reform, provide an avenue, and, if necessary, provide resources. Fortunately, today's support for reform in teacher education is marked by an unique, startling difference -- the confluence of the appropriate constituencies. This confluence of support is necessary for substantial, measurable change. If universities want to retain teacher education as their business, then it is essential they not only see the need for reform but also understand the importance and significance of the current national support for this change. Business as usual can no longer exist in the field of teacher education. Historical calls for reform have been similar and repetitive -- now is the time for action and implementation. The following section emphasizes the reform ideas which the writer believes are necessary for the implementation of strong rigorous academic teacher education programs in higher education.

DEVELOPING A CAMPUS STRATEGY FOR PREPARING TEACHERS FOR THE NEW AMERICAN SCHOOL

The new American teacher preparation program needs a more focused direction on the world around us and the development of genuine professional schools of education. It is only through the concept of a professional school that teacher educators can more clearly define teacher preparation programs in terms of the faculty, student, and curricular rigor. To reform teacher education, this new professional school must be established as well as the redesign of the teacher education program itself. The remainder of this paper focuses first on the professional school and then on the redesign of the program within the school.

Professional schools of education have been proposed in the past (Conant, 1963; Goodlad, 1990; Goodlad, Soder, & Sirotnik, 1990; The Holmes Group, 1986; Howsam, 1976; Smith, 1989). So what's new -- NOTHING. That's the problem! Even though the idea of professional schools of education has been proposed, there has been minuscule progress in implementation for several reasons. The reasons must be understood if efforts are to be successful in the future.

One reason for minimal progress in implementation has been lack of a definition of a professional school of education. Much effort has been wasted in attempting to copy the models of other professional schools. The common thread within all professional schools is high standards and diligent, hard work performed by

faculty and students. This professional school should be established solely for the purpose of advancing the art and science of teaching.

Second, establishing a professional school of education means a major change not only in the faculty reorganizational structure, but also in thinking, frames of reference, and workloads. Faculty across the university will be identified as members of the professional school, and their roles will be redefined within the professional school. Therefore, a model must be designed which can be as autonomous as necessary for control of governance and faculty and student rigor. The model must allow for the necessary bridging between the professional school and college of arts and sciences.

Third, resources will have to be committed for the development of a professional school of education for the purpose of program development and the involvement of public school personnel in a meaningful fashion. Reallocation of college of education, university, and public school monies will be necessary as well as specific allocations of state tax dollars. (Dixon & Ishler, 1992; Rushcamp & Roehler, 1992; Winitzky, Stoddart, & O'Keefe, 1992).

These basic steps (and probably others) as outlined in this paper must be taken to begin the establishment of a professional school of education. The following proposed campus strategy for preparing teachers for the New American School focuses on two aspects: (1) the professional school concept; and, (2) the teacher preparation program for the professional school of

education. Resolution of the preceding three concerns will be major factors in the establishment of professional schools of education.

A. The Professional School: Its Mission and Components

Mission

Those responsible for schools conceived for the purpose of preparing educators must see that purpose as central. Professional schools of education must demonstrate and celebrate the fact that pedagogy is not an empty concept. The rules for academic achievement in colleges/universities in higher education traditionally have been developed by faculty from disciplines in the arts and sciences. These rules are not appropriate for emulation by professional schools. Schools of education must create their own rigorous rules of professional advancement grounded in the necessary field connections of preparation and development. Redefinition of the "holy trinity" - research, teaching, and service---will be a crucial and necessary task. The mission of such a professional school must at least address the following:

(1) Teaching. Current colleges and schools of education have short changed themselves by deemphasizing the very essence of what they are about--teaching (Goodlad, 1990). Nowhere is it more incumbent on educators to pursue excellence in teaching than in those places presuming to be disciplined in pedagogy itself.

Professional schools of education must be places where faculty and students from all areas of the university can come to see and experience outstanding teaching and a rigorous curriculum.

All professional school faculty must demonstrate excellence in teaching. With demonstrated excellence will come appropriate rewards and status. Additionally, teacher education must always be looking for self improvement in terms of teaching. The faculty of the professional school of education must be the campus role models in self, student, and peer assessment of their teaching. Professional education faculty also must demonstrate a work ethic noteworthy within the institution.

(2) Scholarly Activities. Scholarship and excellence in teaching and the preparation of teacher educators are interdependent. However, scholarship in teacher education is not necessarily the equivalent of "research and publication." In teacher education, one's scholarly professional pursuits should be directly related to course instruction. In other words, in a teacher preparation program courses should not be static but rather be in a dynamic state of revision based on the constant growing knowledge in teaching and learning. Scholarship in a professional school must become a way of professional life which is brought to bear on teaching and learning. It should enrich the lives of both scholars and students and be reflected in course work -- rigorous course work. Nowhere should this be better modeled than in professional schools of education. The teacher education program should be identified by students and faculty as the most challenging program within the university.

(3) Field Component. Teacher education prepares teachers for our nation's schools. The teacher educator must work and communicate with site-based educators to realistically experience their work. In other words, educational practice must be as close to the professor in a school of education as land is to the professor in a school of agriculture. Each must connect to the field in ways that simultaneously enrich both inquiry and practice (Goodlad et al., 1990). Teacher educators must be constantly restructuring their professional knowledge in the context of practice. Each professional school of education must ensure that its faculty are involved continuously at various levels with public schools via the concept of clinical schools. (Clinical schools will be discussed later in this paper).

(4) New Knowledge. New knowledge should result from teaching, scholarship, and the field component. The generation and dissemination of new knowledge might mean scholarly publications but also could mean sharing new knowledge through seminars or other public presentations. Each professional school of education will need to define acceptable ways for the generation and dissemination of new knowledge.

All four aspects of the educational mission of a professional school of education must have parity in the reward system for the professional education faculty. Increased emphasis on teaching, field service, collaborative work with educators, and scholarship and inquiry must be part of the reward system endorsed and supported by the university at all levels.

Components of a Professional School Coalitions.

Professional schools of education must take the initiative to form coalitions. Since the disciplines of arts and sciences are an integral part of a strong teacher preparation program, it is a given that the professional school of education must establish a coalition with arts/sciences faculty. Also, outside the university community, schools of education must establish productive, university-community-school partnerships with significant constituencies. These include school districts, local businesses, community organizations, and state education agencies. Working teams with representatives from each of these agencies must meet on a regular basis with representatives from the professional school of education in order to give continual input into the development of the teacher preparation program. It is through these external coalitions the university and clinical staff of the professional school of education will be able to address the important topics of career education and in-service education.

(1) Career Education. The new American teacher must be cognizant of the skills that are necessary for the productive worker in our society's workplace. Therefore, professional schools of education will provide career information on a timely basis to future teachers so that identified skills will be emphasized in the New American School. For example, a recent document entitled, A SCANS Report for America 2000, issued by the U.S. Department of Labor (The Secretary's Commission on Achieving

Necessary Skills/SCANS) has outlined five competencies (resources, interpersonal skills, information, systems, and technology) and a three-part foundation of skills and personal qualities which have been deemed necessary for solid job performance. Similar information on specific careers can be gleaned from these coalitions. The gathering of such vital career information through external coalitions is necessary for professional schools of education to keep updated on skills needed by high school graduates.

(2) In-service education. The responsible professional school of education which purports its mission as preparing teachers must include in-service education as part of its mission. In-service education clearly must be a joint enterprise between the public school systems and the professional school of education with educational activities flowing from both partners. A structure should be established so that both partners are able to provide in-service activities to each other in terms of new knowledge, teaching strategies, technological advancements, demographic changes and any other topic deemed necessary. In-service education should be characterized by a collegial relationship in which each services the other as needed.

Identification of Faculty and Demonstration of Pedagogy.

Professional schools of education must demonstrate the nature and importance of pedagogy not only within the teacher preparation program but also within the entire university setting. The school of education must identify and encompass the full complement of academic and clinical faculty members required

for the development and renewal of a high quality teacher preparation program. All involved faculty must claim ownership for developing the teacher education program and seeing the importance of pedagogy. Consequently, the professional school of education must serve as a role model providing pedagogical training for the university's instructional staff. These avenues need to be made available for education and arts/sciences faculty to coalesce as a single unit for the purpose of creating and maintaining a strong effective rigorous teacher preparation program.

Technology.

Professional schools of education must have access to the latest technology, including microcomputers, interactive video, and distance learning. Such technology will be an integral part of a high quality teacher preparation program supporting the delivery of curricula and the implementation of the clinical phase. Professional schools of education must be the leaders of implementation of high tech teaching strategies related to teaching and learning at the university.

Recruitment.

The professional school of education must assume the responsibility, in conjunction with its coalitions (local businesses, community organizations, and school districts), for recruiting and attracting candidates of high academic quality from represented minority, ethnic and gender groups. Specific recruitment plans must be developed and implemented. A resource and philosophical commitment needs to be made by the university to attract the best students into teacher education.

Student Selection, Advisement, Evaluation.

The identified group of academic and clinical faculty who are responsible for teacher education in the professional school of education must have a comprehensive understanding of the aims of education and the role of schools in our society. These faculty must be fully committed to selecting, advising, and evaluating preservice teachers and must assume the full range of educational responsibilities required. In the initial student selection process, faculty must be willing to select candidates for a limited number of student positions in the teacher preparation program. These candidates must be academically qualified and indicate a commitment to moral, ethical, and enculturating responsibilities with the work ethic characteristics necessary to become responsible teachers. This screening process should include not only high academic entrance criteria but also in-depth interviews and writing samples, which indicate the candidates' communication skills, disposition, and philosophy toward education. Ideally, this structured selection process should take place at the entry freshman level and no later than the entry sophomore level.

Students who have been selected to enter the teacher preparation program should be assigned to faculty members who become their mentors for the entire preservice career. This relationship is not merely an advisement relationship but one of authentic mentorship through which the faculty are expected to conduct informal seminars with mentees on a regular basis. These seminars would serve several purposes. They include: (1)

continuous evaluation of the preservice student; (2) opportunity for the mentee to khow at least one faculty member on a more in-depth personal basis; (3) opportunity for the mentee to express openly any concerns about the teaching profession and/or the teacher preparation program in a more intimate situation; and, (4) opportunity for the mentee to interact on a regular basis with other preservice teacher preparation students in the various areas of teacher education. Mentees would belong to a cohort group for their entire teacher preparation program experience.

The mentees will be expected to perform exceptionally in their academic and professional courses and construct a comprehensive teaching portfolio for developmental and evaluative purposes. The faculty will be responsible for identifying components and developing guidelines necessary for a portfolio. Portfolio items might include proficiency tests, written assignments, videotapes of the mentee teaching, student case studies, performance evaluations, letters of recommendation, community service participation, and reflective journals. Besides the development of professional portfolios, there should be a comprehensive system of student assessment. These procedures should address essential questions of assessment such as: (1) What is the purpose of the assessment? (2) What is the definition of teaching upon which the assessment system is being built? (3) What are the forms of assessment to be used? (4) How will the data be collected? (5) Who will collect the data and what are their qualifications? (6) How will feedback be given? (Andrew & Barnes, 1990). Therefore, a recommendation for teacher

certification will be much more comprehensive than merely making a passing grade in student teaching. It must mean excellent academic performance, demonstration of a strong work ethic, and demonstration of superior teaching skills through a comprehensive assessment system.

Governance.

Professional schools of education must have responsibility for the governance of budgets, organization and programs. The structure of this governance process can take a variety of forms. The bottom line is that the faculty responsible for the development of the teacher education program will be responsible for the governance of the program. Also, these faculty will be held accountable for the success of the program as described by clearly stated outcome measures determined by the faculty in concert with university administrators.

Alternative Certification

With our society becoming more global and fluid, increasing numbers of people with previous educational and work experience will become interested in pursuing a teaching career. This is especially true in academic areas, as well as geographic locations, where there is a dearth of qualified teachers. Given these circumstances, schools of education must create meaningful and reasonable alternative certification structures. Such structures must include the premise that teaching methodology and subject matter are important prerequisites for an effective teacher. In addition, knowledge about teaching and learning in a multicultural society is crucial to the development of a teacher.

Alternative certification programs must include an appropriate governance structure to insure similar high standards and rigor as required in regular teacher preparation programs. The mission of an alternative certification program must not be to produce teachers rapidly, but rather to produce qualified and effective teachers from non-traditional backgrounds for subject and grade areas which have a minimal supply of teachers.

Commitment and Resources---A University Responsibility.

Commitment to teacher education and a full understanding of the definition of a professional school is a university responsibility. Rhetoric is not sufficient. Teacher education programs must be viewed by the university as a major responsibility to society and be adequately supported, promoted, and vigorously advanced.

Properly designed, a professional school of education will cost more per student than the current teacher preparation program for several reasons. These include: (1) limited number of students admitted into the program; (2) redefinition of teacher preparation faculty roles and responsibilities; (3) redefinition of the clinical phase of the teacher preparation program to include clinical schools and clinical teachers; (4) recruitment of students of high academic quality and from diverse backgrounds; and, (5) advancement in technology. Therefore, commitment to an authentic professional school of education is much more than mere rhetoric and tinkering with what already exists. Commitment means resources, not in unlimited amounts, but in reasonable amounts. Due to limited resources and present

day economic conditions, reallocation of resources may need to occur both within the university and schools of education. Additionally, special legislative allocations may be required.

Concluding Remarks.

There are many ways to provide for the minimum essentials of a professional school of education. Local conditions will lead to differences in the development of the professional school of education so that it will fit comfortably into the context of the institution. The shape and form of the professional school of education will not determine the success of a professional school of education; but, the commitment of the administrators and faculty involved in the creation of such a professional school will.

Past reformers have called for the development of professional schools for various reasons. A central reason has been the belief that the development of a professional school of education will improve the status of teacher education in general and of teacher educators specifically. Increased status will not come simply from a redesigned structure. The status of teacher education and teacher educators will be improved through faculty and student performance in terms of demonstrated hard work, high standards, and excellent outcomes. Only then will improvement in status be acknowledged by the university community and the general public. Thus, a central reason for creating a professional school of education is to provide a structure which fosters such behavior and performance.

B. The Teacher Preparation Program of the Professional School of Education

Introduction.

Traditionally, teacher preparation programs have focused on two foundational areas: Preparation in liberal arts and sciences and preparation in teaching methodology. The majority of today's teacher preparation programs envision teacher preparation as simply education in methodology combined with a set of courses from disciplines in the liberal arts and sciences. In today's environment, this concept of teacher preparation is insufficient. The teacher for the New American School must deal with change and be prepared to be a change agent. A teacher preparation program must be created which makes the new teacher active intellectually.

The following outlined teacher education program is much more comprehensive than just a collection of courses and the completion of "some kind of student teaching." The proposed program envelops the making of a "professional" who will teach our nation's children the necessary knowledge, skills, and passion for learning. This teacher also will realize that teaching is a profession with rigorous expectations at the preservice and in-service levels.

The Program.

The curriculum of a professional school of education must be grounded in a liberal education. The goal of a liberal education should be to produce students who are intellectuals,

knowledgeable of the world, active in that world, and exercise critical thought.

This liberal education must focus on how humans have structured their world and come to know their world through the disciplines of sciences, humanities, social sciences, the arts, and the professional studies component of a teacher preparation program. The most unique role possessed by today's American school is the enculturation process of young children, adolescents, and young adults. Therefore, if teachers are to engage successfully in this important task, they must be taught the importance of how one comes to know the world and how to be an active participant in that world. This can be accomplished by the integration of the following themes in the liberal education of teachers: critical inquiry, professional and content knowledge, communication, and social awareness and justice.

Courses integrating the essential themes should be carefully designed and taught by faculty across disciplines (education, arts, sciences, humanities, social sciences, mathematics) causing dialogue, conflict, interaction, and critical thinking. The purpose of such courses must not be merely to transmit knowledge, but also to transform knowledge. Students and instructors must be active agents in the classroom, and expectations of student performance should be high and rigorous---the highest on the university campus.

Currently, the liberal arts/sciences courses in the professional education component of a teacher education program are not fully integrated into the program. Instead, students

select liberal arts and sciences courses from a designated list with minimal attempts to interrelate the courses with each other or with the professional education courses.

The lack of interrelationships between courses occurs because the liberal arts and sciences faculty have not traditionally been involved in the development of teacher preparation programs. The same applies to public school personnel even though they are an integral part of a teacher education program. The design, implementation, and delivery of a teacher education program is a university as well as a public school responsibility---a responsibility of education, arts, sciences, social sciences, humanities, and mathematics faculty as well as clinical teachers from the field. (Hawley, 1992).

Barriers must be eliminated. Liberal arts/sciences faculty, education, and public school faculty must create tomorrow's teacher education programs. Working as a team in a collegial and professional manner, remembering the word "integration", focusing on the essential themes mentioned previously, and developing clinical experiences which incorporate these themes will enable the faculty to bring to life an effective teacher education program for our nation in the twenty-first century.

Themes.

As mentioned previously, the essential themes of a teacher education program should include critical inquiry, professional and content knowledge, communication, and social awareness and justice. The purpose of these themes is not only to bring cohesion to the teacher education program, but also provide an

undergirding philosophical point of view about how one comes to know, structure, and understand the world and how this impacts on learning and teaching.

(1) Critical Inquiry. Critical inquiry is not a complicated idea. However, it is difficult to accomplish in environments where people are isolated, communication is lost, time is structured for different purposes, and beliefs and human interests are considered off limits for discussion (Goodlad, Soder & Sirotnik, 1990). To inquire is to be thoughtful, reflective and informed; to seek and use information; to describe, explain, interpret and evaluate new and existing knowledge; and to be sensible in all this, be it quantitatively or qualitative, inductively, deductively or dialectically. To be critical is to question constructively, to appraise knowledge in the context of practice; to challenge existing knowledge and practice for the purpose of improvement; to view knowledge and practice in a historical, current and future perspective; to recognize the reflexibility of human inquiry; to consider fundamental values in knowing and acting; and to ground ethically the actions that people take that affect the lives of others; (Giroux, 1989; Schon, 1987). Critical inquiry is dependent on effective communication and is an activity involving values and ethics which university and public school educators must model in their classroom. This style of teaching employs classroom discussion, dialogue, and debate as well as written compositions and examinations.

Critical inquiry and thought are essential in making strategic teaching decisions. Future teachers need a teacher preparation program which not only makes them aware of the importance of critical inquiry and thought but which also makes them fluent in this process. Classroom teachers make hundreds of teaching decisions daily. They process a great deal of knowledge in order to make the appropriate decision for a particular student or group of students. The quality of instruction provided by the teacher is determined not only by their subject knowledge but also by the evaluation and reflection guiding the teacher's thinking. Our future teachers must to be the best and brightest thinkers in our nation.

(2) Knowledge. Whether knowledge is passed on through verbal utterance, cave paintings, or written language, our species has found its generation and presentation to be essential. We value knowledge and have a fundamental commitment to knowledge. Knowledge is what we make of the facts via explanation, interpretation, and understanding. In other words, knowledge is what we gain through inquiry. Moreover, inquiry is stimulated and sustained by what we know. This is true for both content/academic knowledge and professional knowledge (Giroux, 1989; Schon, 1987).

To the future teacher, knowledge in the arts, sciences, social sciences, humanities, mathematics and professional education studies is of utmost importance. Such a teacher education program should emphasize mathematics and sciences (especially biology, chemistry, and physics), humanities

(English, foreign languages, and philosophy), social sciences (anthropology, sociology, psychology, history, geography, economics) and professional studies. Depth and rigor should be emphasized in all content areas. Content anxiety should be non-existent for teacher education students no matter what their field or level of teaching. The number of courses in each academic area should be determined by the professional team of university and public school faculty. The critical element emphasized here is that the knowledge (professional education and content) be delivered by faculty in a critical inquiry mode of teaching. Thus, the knowledge being delivered must show relevance to teaching and learning and the integration of all essential themes.

(3) Communication. In order to deliver knowledge successfully, effective communication is essential. Effective communication includes rigorous and sustained discourse marked by a climate of trust, respect, receptivity, responsiveness and caring. Rules of fair play which include equal rights to begin, enter, question or refute as well as legitimate claims for knowledge are characteristic to effective communication (Goodlad, 1990).

Knowledge and utilization of effective communication skills are essential to a competent teacher, thus making communication a critical element in a teacher preparation program. The future teacher must be able to demonstrate excellent written and verbal communication skills as well as interpret non-verbal communication from others. These communication skills also

overlap with the area of working and relating positively to others. Thus, the development of interpersonal skills becomes an integral part of the communication theme.

(4) Social Awareness and Justice. The relationship of social awareness and justice to teaching and learning has a significant impact on the development of a teacher education program. Future teachers need to be cognizant that schools and those responsible for them should be compelled to get beyond the rhetoric of "equity" and "excellence" by having equity and excellence at the core of their mission. The accomplishment of this dual mission of equity and excellence will be aided by technology advancement such as distance learning.

Schools not only serve the best interests of all students but also provide a valuable educational lesson by modeling the "just" society. (Goodlad, 1990). The interaction of social awareness and social justice, as well as ethics and human diversity, must permeate the liberal education of future teacher. In the teacher education program, human diversity must be viewed as a major asset and not a deficit condition. This essential theme should be emphasized through course work and social learning experiences developed for future teachers. Cohort arrangements which put prospective teachers together for interpersonal and intercultural experiences should be integrated into the formal curriculum of teacher education.

The Clinical Phase.

(1) The Clinical School. Teacher educators today and in the past all agree that teacher education students need many

field experiences in a variety of settings (Conant, 1963; Evertson, 1985; Koerner, 1963). Additionally, the assumption that future teachers will learn to become reflective and thoughtful practitioners simply by prolonged student teaching experiences is certainly challengeable. The logical solution is the development of professional clinical schools. (Carnegie Task Force on Teaching as a Profession 1986, Goodlad, 1990, Holmes Group 1986). Just as medical doctors train in hospitals and pilots in airplanes, so teachers must train where they will practice---in schools. In these specially designated public schools (not to be confused with past campus laboratory schools), jointly operated by the university and the school district, professors and teachers will work side by side to prepare and induct new teachers into the profession. The instruction in these teaching schools will promote and reflect the same essential themes which permeated the teacher education program. All teacher education students would be required to have at least one teaching experience in a clinical school.

It is rarely debated that the clinical training of teachers ought to take place in a public school. The issue is the kind of school which is appropriate. Characteristics of such a professional clinical school include: (1) The school must promote and reflect the themes of critical inquiry, content and professional knowledge, communication, and social awareness and justice; (2) The school must be devoted to teacher training and development as well as student instruction; (3) The school must be a public school, since most prospective teachers are going to

be employed in a public school system; (4) The school must serve a student population that reflects general demographic trends in terms of race, ethnicity, social class, and ranges and kinds of learners; (5) The school must be able to handle the training of a sizable cadre of student teachers. The cadre must be large enough that the school cannot ignore its role as a clinic for teacher development and that the student teachers can also learn from one another; (6) The school must be a place which fosters instructional diversity, a place in which one will find a variety of legitimate pedagogical or instructional practices; and, (7) The school must be engaged in an ongoing effort to improve, refine, and reform instruction.

(2) The Clinical Staff. Historically, the majority of the responsibility for the clinical aspect of teacher education has been placed on college faculty members, often called "university supervisors." Frequently, university supervisors also teach methods courses with the purpose of assisting the future teachers in their transition from pedagogical course work to practice teaching. Unfortunately, the supervision of student teachers is a role not well-suited to the current career ladder for college faculty members. Another problem with this traditional system is that college supervisors are frequently responsible for so many student teachers that it is impossible for them to observe or critique the student in depth.

The student teacher also has a second supervisor: the cooperating classroom teacher. However, in most cases, the cooperating teacher has had little or no training in how to be a

pervisor, mentor, or clinician. Additionally, the cooperating teacher usually receives no adjustment in workload or pay to accommodate for at least some of this additional responsibility.

In the new teacher preparation program, the role of the university supervisor and public school cooperating teacher will be redefined. College faculty members will serve as professional peers to selected classroom teachers who will function as clinical teachers. In a collegial fashion, these college faculty members will train the clinical teachers in the necessary supervisory skills and will act as resources for them. The college faculty and clinical teachers will become true professional colleagues. The college faculty members will design and take part in site-based seminars on pedagogy for interns, assist in professional development of the clinical teachers, and act as a broker between the public schools and the university and between the student teacher and the clinical teacher.

The role of the clinical teacher will be to nurture the novice student teacher. Clinical teachers will have their own classroom performance observed and examined, constantly trying different instructional strategies in an effort to meet the changing learning needs of their students. By having teachers from public schools as clinical teachers, teaching loads may need to be adjusted so they will have time to observe and critique their student teachers and to be observed themselves. Clinical teachers also will serve as adjunct university faculty bringing first hand insights about public classroom teaching into university classes. The clinical teacher will be viewed as a

special kind of teacher who will have different responsibilities from other teachers. This role will provide another kind of career opportunity for a classroom teacher. Contracts of K-12 teachers will have to reflect this role in terms of responsibility and workload.

(3) Implications. First, the public schools must formally accept some responsibility for teacher education---a genuine partnership must occur between the public school system and the university. This partnership must be a contractual one reflecting responsibilities of both partners for the development and delivery of the teacher education program. Responsibilities will include the continued development and implementation of the themes---critical inquiry, knowledge, communication, and social awareness and justice---throughout the student instructional process and the clinical experiences for student teachers.

Second, schools will have to undergo some structural reorganization in order to allow clinical teachers to meet their responsibilities to both their students and their student teachers. This may mean the clinical school will cost more to operate than other schools due to workload adjustments for clinical teachers. This implementation connotes shared state funding for the university and the clinical schools for the purpose of implementation of teacher education programs.

A third implication deals with the creation of the new role of the clinical teacher which in turn affects the role of the university faculty members who currently supervise student teachers. The university faculty will instruct clinical teachers

in their role, conduct methods seminars jointly with the clinical teachers for student teachers on-site at the clinical school, observe clinical teachers in their teaching situations, and serve as a colleague to the clinical teacher.

A fourth implication is that state regulatory teacher education agencies must be willing to cooperate in the reform of teacher education programs. This definitely means considerable deregulation of state policies in order that clinical schools might be created and that public school teachers might be used as university clinical faculty.

In sum, the clinical aspect of the new American teacher preparation program is founded on the contractual partnership of the university and the public schools via the clinical school concept. University faculty and clinical teachers (public school) act as colleagues in the clinical phase of teacher education. University faculty service the clinical teacher in training and observation and service the future teacher in on-site methodological instruction. The clinical teachers service the prospective teacher in supervision, critique of teaching performance in the classroom setting, and jointly teach on-site methodological instruction for the student teachers. This concept of clinical schools provides a natural avenue and opportunity for all university teacher preparation faculty to remain active and involved in the public schools and for clinical teachers to share their expertise and knowledge with college faculty and student teachers.

Concluding Remarks

The proposed liberal education for future teachers as outlined previously emphasizes the following:

(1) The design, implementation, and delivery of a successful liberal education for future teachers will include the integration of liberal arts studies, professional education studies, and clinical experiences.

(2) The design of the teacher education program will carry the themes of critical inquiry, content and professional education knowledge, communication , and social awareness and justice. These themes must be reflected in all courses and clinical experiences. Graduates of the program should be competent in these themes and demonstrate skills that reflect this competence.

(3) The design, implementation and delivery of the program must be the responsibility of the university faculty (education, arts, sciences, social sciences, humanities, mathematics) and public school faculty (clinical teachers). Passivity on the part of faculty (liberal arts/sciences and education) is unacceptable. The only way to really reform a teacher education program is through the grassroots---the faculty with support and leadership from central administrators.

(4) The teacher education program must emphasize rigor and depth in all content areas, challenging the work ethic of both students and faculty.

(5) The delivery of the program must reflect the attainment of knowledge through critical inquiry and effective

communication. Therefore, the faculty must be teaching models who will demonstrate and demand dialogue, interaction, and critical thinking/inquiry in their classes and who will subject their teaching to continuous evaluation.

(6) Clinical schools involved in such a program will have to be equally committed to teacher preparation and student instruction. These schools also will have to be committed to the continued development and implementation of the essential themes which permeate the teacher preparation program. Clinical schools also will have to undergo some structural reorganizational changes in order to allow clinical teachers to meet their responsibilities to their students and their student teachers and to serve as adjunct faculty to the university.

Questions like whether a liberal education for teacher education students as outlined above is a four or five year program, has "x" number of semester hours in a specific content area or, has a year long internship, should be resolved locally by a team composed of the liberal ~~arts~~/sciences faculty, education faculty, and clinical school faculty. However, all such liberal education programs for future teachers should be rigorous in nature and reflect high expectations of its students. Graduates of such a program should be well versed in the sciences, mathematics, humanities, arts, social sciences as well as pedagogical studies and clinical experiences. Such a program should emphasize the importance of a commitment to lifelong learning and work and have rigorous requirements for entrance, continuation and exit.

Future Implications

The selection of the themes--critical inquiry, knowledge, communication, and social awareness and justice--should be viewed not only as an undergirding for a teacher preparation program but also as values and beliefs that future teachers would model themselves once hired in the "real world of teaching." By modeling these values themselves, teachers as prepared by this program will implement similar themes in their classrooms, thus exposing their students to these same values and beliefs. Therefore, students instructed by these teachers will be entering the American work place with a strong work ethic, skills in critical inquiry and thinking, and effective communication with a high regard for knowledge, diversity, and social justice--all of which are essential for the American work force and promotion and continuation of a democratic society. These students then will instill in their children the importance of these skills and demonstrate a high regard for knowledge. Thus, the enculturation process, which is unique to the social system of schools, will have produced individuals who possess necessary skills and values for the promotion, continuation, and improvement of a productive democratic society.

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APPENDIX

Historical Background of Teacher Education Reform (1950s - 1980s)

HISTORICAL BACKGROUND OF TEACHER EDUCATION REFORM (1950S - 1980S)

The 1950s

The reformers of the 1950s concentrated upon five major areas in teacher education (Klausmeier, 1990): (1) upgrading the image of the teaching profession; (2) attracting higher quality individuals into teaching; (3) ensuring that all teachers receive a solid basic education in the liberal arts and sciences; (4) ensuring that teacher education become the responsibility of the total university; and, (5) establishing higher standards for entry into teacher education. Rightly or wrongly, the teaching profession stood accused of laxity, and the reformers of the decade were called upon to reverse the public outcry by recommending methods to refurbish and polish the image of teacher education and teaching in the United States.

Specifically during this period, United States Commissioner of Education Earl James McGrath (1953) lamented the status of teachers, (McGrath, 1953) and called for increased salaries. Harold H. Stephenson (1956) declared that the economic, professional, and social status of the teacher must be raised. He called on individual teachers to raise the status of the profession by radiating satisfaction and joy in the profession, by talking favorably about the service opportunities and the personal advantages of the profession, by joining groups which will work for positive publicity, and by activity in the community.

In conjunction with calls to raise the low status image of teachers, reformers also stressed recruiting the best and brightest young people into the teaching profession. The National Commission on Teacher Education and Professional Standards acknowledged in late 1953 that a critical problem of the teaching profession was its lack of drawing and holding power. New York's Commissioner of Education, Lewis A. Wilson, (1951), advocated offering the best high school students incentives for entering teaching as did Lloyd H. Elliott of Cornell University. Elliott (1950) suggested introducing teaching more directly to those who have the potential for success in the field. He called for recruiting the best students early for teacher education, starting with promising high school students.

Advocacy for prospective teachers to acquire a strong education in the liberal arts has been echoed by many education reformers even before the 1950s. Merle Borrowman (1956), acknowledged that three areas of teacher education should be addressed in a teacher preparation program. These include: (1) the concept of general education; (2) the relationship of professional education to the general education sequence; and, (3) the balance sought between the liberal and technical in the professional studies sequence.

Arthur Bestor (1955), one of the more powerful reformers of the 1950s, stressed that schools exist to teach the power to think; therefore, teachers themselves need to be able to think. Bestor advocated that teacher education should be a basic

education in how to think. In other words, it should be a liberal education, "Training in intellectual disciplines of general applicability" (p. 80). According to Bestor, a teacher who is well educated is "one who is himself so constantly in quest of knowledge and intellectual power, that learning in him begets learning in his students" (p. 69).

Bestor suggested two powerful concepts for the reform of teacher education. First, teacher education should become the responsibility of the total university. Second, teaching should move toward greater professional status by establishing higher standards of knowledge and scholarship for entry into the field. Bestor proposed the establishment of a distinct "Faculty of Teacher Training" to implement his first proposal. The members of the "Faculty" would be drawn from all departments and create its own administrative officials and committees which would approve the curriculum, supervise placement of preservice teachers, and initiate school surveys and educational commissions. In reference to his second concept, Bestor claimed a professional person needs the following three specific qualities: (1) a great body of knowledge and command of distinctive intellectual processes; (2) the ability to apply that knowledge in carrying out the duties of the profession; and, (3) a character which generates respect and admiration from clients. Bestor advocated moving teaching away from the view of a skilled craft toward greater professionalism by stressing continuing professional development of teachers. He called for a teaching profession with a central core of truly professional teachers,

dedicated to learning and aware of the difference between knowledge and know-how. He was convinced that programs for teacher education based on the disciplines in liberal arts and sciences would be the single most important step in restoring confidence in teaching and the schools.

The 1960s

Calls for reform of teacher education in the 1960s are best reflected in the proposals of two highly influential educators, James B. Conant and James Koerner. Their recommendations highlight the humanistic dimensions attained by teacher education at that time (Klausmeier, 1990). The reformers of the 1960s focused upon three additional dimensions of teacher preparation while building on the groundwork established by the 1950s reformers. These three were: (1) selecting teacher educators who were grounded academically and philosophically in the disciplines of the liberal arts; (2) diminishing the presence of professional methods and foundation courses in the curriculum and increasing an emphasis upon course work designed to broaden the intellect and focus upon the universality of human needs and learning; and, (3) establishing a professional school of education which would be the responsibility of the total university.

Conant (1963) in The Education of American Teachers advocated implementing teacher preparation programs that emphasized a solid general education component with practical experience in properly managed student teaching. Unlike some of his predecessors, Conant suggested very specific academic

requirements for future teachers which included English, history, art, music, mathematics, sciences, psychology, sociology, anthropology, philosophy, economics and political science. Conant advocated the elimination of foundation and methods courses and emphasized that students should gain knowledge of teaching techniques and materials through the context of their practical teaching experiences. Conant endorsed the concept of a professional school and believed that the total university is responsible for developing programs for prospective teachers. Within the concept of a professional school, clinical professors who supervise and assess practice teaching would be analogous to the clinical professors found in medical schools and would be recognized as superior teachers of children and skilled teachers of college students.

James Koerner (1963), a second leading voice for teacher education reform in the 1960s, also advocated strengthening the general liberal arts component of teacher preparation programs. Koerner believed that too often teachers received preparation in specific skills rather than receiving a truly meaningful liberal education. Even though he believed all preservice teachers should be required to major in an academic subject and favored greater emphasis on course work in philosophy, the humanities and the arts, Koerner saw practical teaching as perhaps the most important element of the future teacher's preparation.

The 1970s

A rapidly growing knowledge and research base nurtured by reform initiatives of the previous two decades influenced the

reformers of the 1970s. The greater availability of new technologies allowed the 1970s efforts to consider new dimensions related to teacher preparation. Reformers of the 1970s advocated the following: (1) institutions of teacher education as "change agents" in all domains of the profession; (2) development of teacher education centers and professional schools on campus which would be autonomous and controlled by educators; (3) a five year teacher preparation program; (4) emphasis on the importance of professional skills; and, (5) encouragement of organized research projects to inform and direct the teacher education process (Klausmeier, 1990).

Robert Howsam, Dean Corrigan, George Denemark, and Robert Nash presented a new conception of the teacher and challenging goals for teacher education in Educating a Profession (1976), a publication of the American Association of Colleges for Teacher Education. The authors called for teacher education programs to move to a more proactive stance as change agents and to produce a "new kind of teacher--a human service educator--a highly diversified professional who, because of appropriate pedagogical knowledge, values, and skills, will be able to help others realize their best human, professional, and societal potentials" (p. 104). They also called for a shift in the control of teacher education programs from state dominance to more control by the profession via colleges and universities.

Howsam and his colleagues proposed the idea of teacher education centers for all levels of training which would be off campus and would be staffed by well prepared supervisors who

would teach in neighboring schools. They called for actual professional schools on campus which would be autonomous, not subordinate to academic units. Howsam stressed that teacher education must be a joint venture involving the entire university, the public schools, and the communities. Additionally, these reformers called for the survival of only those teacher education programs that could offer the highest quality of preparation and advocated the implementation of five year teacher preparation programs (Klausmeier, 1990).

Nathaniel L. Gage (1972, 1978), another leading voice in this decade, called for the application of a scientific basis to what he termed the art of teaching. He stressed a closer connection between the work of the teacher education researchers and that of the teacher effectiveness researchers and the need to design and implement correlational studies which used findings that demonstrate effects on both teacher behavior and student and achievement attitude. Gage also suggested "Teacher Centers" for teacher preparation where teachers and professors could come together to engage in discourse concerning the improvement of the profession.

The concept of "Competency-Based Teacher Education" was recommended by W. Robert Houston and Robert Howsam (1972) in order to more effectively manage the enterprise of teacher education. Competency-based instruction was defined as the product of emphasis on goal-orientation and individualization in education. In other words, learning goals could be made by and for the learner. The major focus of this teacher preparation

approach bases evaluation and accountability of the preservice teacher's performance on a specific set of objectives. The reformers of the 1970s also stressed that, rather than emphasizing the teacher and the teaching process, emphasis should focus instead on the learner and the learning process. Through the use of a competency-based program, Houston and Howsam advocated that teacher education programs reflect five kinds of criteria/objectives in assessing the performance of preservice teachers: cognitive, performance, consequence, affective and exploratory.

The 1980s

Building on their predecessors of the previous three decades, the reformers of the 1980s advocated challenging directions for teacher education in our nation which included (Klausmeier, 1990): (1) improvement of the entire structure of schooling--teacher education, public schools, community environments; (2) movement from a campus-based to a school-based focus; (3) development and implementation of national accrediting bodies; (4) focus on exit competencies of preservice teachers; (5) examination of differentiated salary and career ladders; (6) examination of models for effective organization and training as presented by corporations, the military, and medical institutions; and, (7) development of professional or clinical schools similar to teaching hospitals of the medical profession.

The 1980s witnessed a development of numerous reform calls from national blue-ribbon commissions, as well as from various educational entities and scholars. In A Design for a School of

Pedagogy, 1980, published by the United States Department of Education, B. Othanel Smith in collaboration with Stuart H. Silverman, Jean M. Borg, and Betty V. Fry indicated the need for greater professionalization of teaching. They called for professional schools similar in status and scope to those institutions serving the medical profession. In Smith's plan, the "School of Pedagogy" would function as the central core of the teacher preparation program. Schools in surrounding communities would serve as the training laboratories -- "A college of pedagogy with a cluster of community training laboratories" (p. 24). A Design for a School of Pedagogy also proposed a six year teacher preparation model consisting of four years of undergraduate and two years of graduate education resulting in a Masters Degree of Pedagogy.

Both Mortimer Adler (1982)and Hindrick Gideonse (1982) supported a four-year-plus teacher preparation program. Mortimer Adler, on behalf of the Paideia Group, advocated a general four year liberal education for future teachers which would be followed by professional education course work. Adler viewed practice teaching as an all important component of the teachers' preparation. He believed that, "All the skills of teaching are intellectual skills that can be developed only by coaching..." (p. 61).

Gideonse (1982) was "convinced that the structure of schooling must change...The teaching role cannot be separated from explicit consideration of the setting in which teaching takes place" (p. 15). His recommendations called for joint

improvements in teacher education, the profession at large, and the overall environment of teaching. He proposed the implementation of hierarchically structured teams of teachers in the schools with the highest attainable level that of Lead Teacher. Thus, the idea of differentiated staffing was born.

The National Education Association developed the reform proposal, Excellence in Our Schools: Teacher Education (1982). This report called for: (1) rigorous requirements for entry into colleges of education; (2) emphasis on liberal arts, one teaching specialty and a professional curriculum; (3) development of a professional curriculum based on what practicing teachers believe must be known and done to produce effective teaching; (4) extensive field-based component throughout the program; (5) continual evaluation of education students throughout their program of study; and, (6) approval of teacher education at two levels---national (NCATE) and state. This report also noted that the basic design, development and implementation of teacher education programs should include three critical functions: (1) facilitating learning; (2) managing the classroom; and, (3) making decisions.

Educating a Profession: Profile of a Beginning Teacher (1983) was a first in a series of papers published by the American Association of Colleges for Teacher Education. It emphasized a strong general education, the disciplines that provide a framework for pedagogy, a teaching specialty content, and an enriched study and practice of pedagogy. It was followed by the Essential Knowledge for Beginning Educators (1983) which

concentrated on instructional planning, management of instruction and student conduct, context variables, diagnosis and measurement and evaluation. Similarly, Staffing the Nation's Schools: A National Emergency (1984), produced by the Council of Chief State School Officers, emphasized a balanced teacher preparation program of liberal arts training and adequate pedagogy. Additionally, this report stressed strong standards in admissions, student performance, and evaluation of the performance as well as a competency-based teacher education framework.

In 1983, the American Association of State Colleges and Universities (AASCU) formed at Task Force on Excellence in Education under the leadership of Dr. Allan W. Ostar. The resulting policy statement was based on four basic convictions: (1) The crisis in America's school system is genuine and fundamental reforms are required; (2) Local and state levels of government as well as the federal level must be involved in true reform in education; (3) A partnership is needed between the universities which prepare teachers in order to achieve excellence; and, (4) Presidents of AASCU institutions must shoulder major leadership responsibilities in shaping statewide and nation wide policies to improve schools.

David Berliner (1985) was advocating that teacher education should be based on a solid body of knowledge and sets of conceptions about teaching that were already in existence. He stressed laboratory settings with real students and expert teachers providing analysis and critiques and the use of video

cameras for the purpose of analyzing teaching performance. Carolyn Evertson, Willis Hawley, and Marilyn Zlotnik (1985) undertook an extensive review of research findings regarding teacher education's reform and produced a comprehensive list of recommendations. These include: (1) strong liberal arts undergraduate background; (2) adequate professional education component; (3) a year long internship; (4) one to two year induction-period; and, (5) continuing professional development.

Following on the heels of the United States Department of Education's A Nation at Risk: The Imperative for Educational Reform (1983), which briefly dealt with teacher education reform, came A Call for Change in Teacher Education (1985), produced by the National Commission for Excellence in Teacher Education. This report reflected similar themes emerging in reform proposals of the 1980s: (1) higher exit standards from teacher education programs; (2) possession of skills to teach and the knowledge of the research and experiential bases for those skills by teacher education graduates; (3) internships instead of traditional student teaching; and, (4) teacher education as a priority of the entire university.

Following shortly came A Nation Prepared: Teachers for the 21st Century (1986) issued by the Carnegie Forum on Education and the Economy. This report called for the creation of a National Board for Professional Teaching Standards, a bachelors degree in the arts and sciences as a prerequisite for the professional study of teaching, and development of a new professional curriculum in graduate schools of education leading to a Masters

Degree in Teaching. The Time for Results: The Governors 1991 Report on Education, produced in 1986, also focused upon the whole teaching profession. Specifically to teacher preparation, the report stressed definition of the professional knowledge and practice teachers must possess, creation of a national board of standards, and reconstruction of the system of teacher education upon foundations emergent from a consensus regarding the body of professional knowledge and practice.

The Association of Teacher Educators released its report, Visions of Reform: Implications for the Education Profession (1986). This report recommended development of a broad based national network of states for the teaching profession and teacher preparation programs which have strong liberal arts and subject matter backgrounds, competency exams, pre-student teaching field experience, proficiency tests and induction programs.

Tomorrow's Teachers published by the Holmes Group (1986) is perhaps the most publicized and nationally known teacher education proposal of the 1980s. The report focused on the following five main goals: (1) make education of teachers intellectually more solid; (2) recognize differences in teachers' knowledge, skills and commitment, education, certification, and work; (3) create standards for entry to the profession; (4) connect teacher education institutions to the schools; and, (5) make schools better places for teachers to work and learn. Specifically, the proposal called for the following changes in teacher education: (1) a broad general and liberal education;

(2) knowledge of the subject matter of the teaching field; (3) knowledge of the literature of education; (4) reflective practical experience; (5) extension of the traditional teacher education program including an academic major in a teaching subject, a true program of liberal studies, and a graduate program of professional pedagogical studies; (6) differentiated structure of teacher certification; (7) development of credible professional teacher examinations; (8) increase in the numbers of minority students in teacher education programs; and, (9) development of professional schools similar to teaching hospitals of the medical profession. The proposal emphasized the key role of universities in bringing about change.